

Creating Electronic Texts to Support Literacy Learning Across the Curriculum

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Boston Higashi School

- Established in 1987
- Private school for children and young adults with Autism Spectrum Disorders.
- Implements an educational methodology called Daily Life Therapy, developed by Dr. Kiyo Kitahara in Tokyo Japan.
- Focus on three pillars:
 - Physical Stamina Building
 - Emotional Stability
 - Intellectual Development

Boston Higashi School

- 130 students (Residential- 93; Day- 37)
- 107 males and 23 females
- 3-5 students using dynamic display for communication purposes
- Low-tech AAC throughout school
- Symbols available to all students
- Students with ASD, PDD-NOS, and Asperger's Syndrome
- Range of students in terms of verbal skills

What Was Implemented

- Independent Reading**
- Word Study
- Teacher-lead Purposeful Shared Reading**
- Please Sign In
- Journal Writing
- Variety of genres across curricular areas**

The Problem

- School had a wide variety of texts
- Two-thirds of books were many levels above students' reading abilities
- Teachers wanted texts that represented age/grade level expectations
- The school did not have an organized literacy curriculum

The Beginning Literacy Framework (Musselwhite, Erickson, & Ziolkowski, 2002)

Defines text-based features of texts at three levels:

Emergent

Transitional

Conventional

Emergent Texts (Musselwhite, Erickson, & Ziolkowski, 2002)

- We see a lot of these texts.
- We're good at authoring texts at this level.
- Many of our repeated line stories are emergent texts.
- Language and concepts about print development are the focus at this level.
- Emergent texts grow more difficult over time and never completely disappear from a student's day.

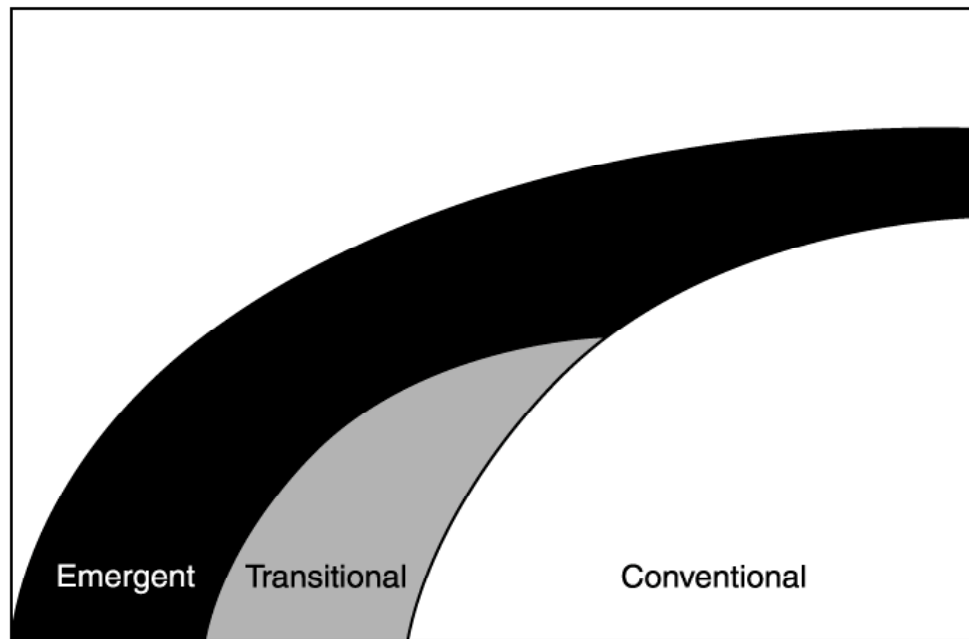
Transitional Texts (Musselwhite, Erickson, & Ziolkowski, 2002)

- At some point, the student must move from listening and depending on listening/language to participate.
- Want to begin drawing student's attention to the text.
- Want to share in the responsibility for reading the texts or provide enough supports that the student can read it independently.

Conventional Texts (Musselwhite, Erickson, & Ziolkowski, 2002)

- Often appear to be the easiest of the three.
- Expect that students will use print-based strategies to read the words in the book.
- May have some supports other than easy text, but focus is on reading the words using print-based strategies.
- Like emergent texts, these start easy and continue getting more and more difficult.

The Relationship Between the Three Levels



Musselwhite, Erickson, & Ziolkowski, 2002